

Knowing Our Place, Finding Our Way

Students learned about the impact they have on their environment and their ethical responsibility towards it.

Curriculum/State Standard

Environmental Education

Overview

Students were able to physically place themselves in their environment by way of mapping. The students also learned where they fit in the cycles. The students were able to connect with their community through their final presentation.

Objectives

- The student will create an intimate awareness of the environment.
- The student will learn how to map the location where they live.
- The student will get a visual sense of place in the environment and their responsibility to it and learn the inter-relatedness of all living things.

Materials

Basic art supplies, including poster board, markers, paints; regional nature identification books; regional/state/ U.S. maps; map reading instruction tools/manual

Readiness Activity

Identify the area or part of the students' school location to be mapped; identify area wildlife and seasonal habitat; identify conservation issues threatening the environment

Strategies/Activities

1. Physically walk the boundaries of focus area
2. Find area on regional/state/ U.S. map
3. Make their own maps, including wildlife and their habitats, place their school on map
4. Identify signs of area wildlife
5. Physically survey area for signs of wildlife
6. Identify students' responsibility to maintain balance within environment
7. Identify issues threatening regional environment
8. Each student makes poster focusing on threatening issues
9. Posters on display at public library
10. Presentation to local Conservation Commission

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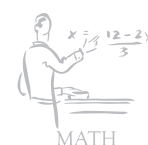
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

9

MONTHS

\$1200

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Knowing Our Place” project continued...

Culminating Activity

Each student chose a different issue that threatened the regional environment; each student did research on their issue (books and Internet) and made posters identifying the issue with actions they and other community members can take to rectify the issue; posters were on display at the local public library for 2 weeks; each student gave a 5-minute presentation on their issue to the local Conservation Commission

Evaluation

Maps, journals, and the final presentation